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ABSTRACT

The Sex Stereotype Measure (SSM II) measures children's knowledge of adult-defined, conventional, sex-trait stereotypes while the Sex Attitude Measure (SAM) measures children's attitudes or evaluative bias toward male and female persons, independent of their stereotype knowledge. Both procedures employ two or three sentence stories and human figure silhouettes, and may be individually administered to younger children and group administered to older ones. Both yield separate male and female scores as well as a composite stereotype score. The SSM II stories are designed to represent traits which adults define as descriptive of the male and female stereotypes. The procedure is composed of 32 stories created to represent the adjectives, or groups of adjectives from the Adjective Check List which college students identified as more descriptive of either males or females. The SAM stories employ positive and negative evaluative adjectives which were originally derived from the evaluation dimension of the semantic differential and have been shown to be effective in measuring children's attitudes. The 24 SAM adjectives are derived from the Preschool Racial Attitude Measure II and the Color Meaning Test II. This manual contains directions for ordering, administering, and scoring both tests, and normative data. The SSM and SAM stories are included, along with a bibliography on their development and use. (CP)

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SEX STEREOTYPE MEASURE II

and

SEX ATTITUDE MEASURE

General Information

and

Manual of Directions

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General Characteristics of SSM and SAM Procedures

The Sex Stereotype Measure (SSM) has been developed to assess children's knowledge of adult-defined, conventional, sex-trait stereotypes. The Sex Attitude Measure (SAM) has been developed to assess children's attitudes or evaluative bias toward male and female persons, independent of their stereotype knowledge. Both procedures employ brief stories and human figure silhouettes and may be individually administered to younger children and group administered to older ones.

The SSM II stories are designed to represent traits which adults define as descriptive of the male and female stereotypes. The procedure is composed of 32 stories created to represent the adjectives, or groups of adjectives from the ACL (Gough & Heilbrun, 1965) which college students identified as more descriptive of either males or females (Williams & Bennett, 1975; Williams & Best, in press).

The SAM stories employ positive and negative evaluative adjectives which were originally derived from the evaluation dimension of the semantic differential and have been shown to be effective in measuring children's attitudes. The 24 SAM adjectives are the same ones used in both the Preschool Racial Attitude Measure II (PRAM II, Williams, Best, Boswell, Mattson, & Graves, 1975) and the Color Meaning Test II (CMT II, Williams, Boswell, & Best, 1975). The SAM stories are the same as the PRAM II stories with the necessary adjustments made to accommodate for the change in stimulus figures from two persons of the same gender to two of different gender. Both the SSM II and SAM stories avoid the use of third person, singular pronouns by the use of the plural forms, "they" or "them."

The stimulus materials are the same for the SSM II and SAM procedures and consist of pairs of human figure silhouettes, one male and one female, presented in a variety of postures. The pictures employed with the original version of the SSM (Williams, Bennett, & Best, 1975) had been taken from those used in the PRAM II, but item-picture confounds, which were possibly due to the extraneous details presented in the pictures, were suggested in the data. This led to the development of silhouettes which would obviate many of the difficulties encountered with the more detailed drawings. The SSM II procedure employs 32 silhouette pairs which are presented in a different random order to each subject. When the SAM procedure is employed, it is usually administered after the SSM II, and employs the first 24 silhouettes presented to each subject during the SSM II administration.

Availability of Materials

A stimulus materials packet for the SSM II and SAM individual and group administered procedures is available for \$5.50 (including postage). The packet contains the following: 32 silhouettes for the individual procedure; one copy of the SSM II and SAM stories; testing instructions; one SSM II record sheet; one SAM record sheet; and one copy of the group SSM II and SAM procedure and scoring keys. Additional copies of the group procedure are available for \$.20 each.

A listing of all published studies and studies in progress which involve the development and use of the SSM and SAM procedure and certain related studies of young adults will be found on pages 24-25 of this manual. An annotated bibliography of these and related studies with adults is available upon request. Requests for these materials should be sent to: Sex Stereotype Research Project, Department of Psychology, Box 7778, Wake Forest University, Winston-Salem, North Carolina 27109 (919-761-5424).

SEX STEREOTYPE MEASURE II (SSM II)

The SSM II is a procedure designed to measure children's knowledge of adult defined, sex-trait stereotypes (Best, Williams, Cloud, Davis, Kobertson, submitted). Stories and silhouette figures are combined in the individually administered procedure for young children and also in the group procedure used with older children who possess adequate reading skills. The procedure requires approximately 20 minutes when presented individually and slightly longer with groups. The SSM II provides a separate male and female stereotype score as well as a composite stereotype score.

Test Materials

The individually administered SSM II stimulus materials consist of 32 human figure silhouettes and 32 stories. The silhouettes were developed by first designing a pair of "master" figures, one male and one female, each with movable extremities. The stimulus pictures consist of Xeroxed copies of these figures paired in the following manner: 1) For 16 pictures (Group A) the male is placed on the left and the female on the right; for the other 16 pictures (Group B) the male is on the right and the female on the left; 2) In 4 of the pictures in each group the figures are facing toward each other, in 4 they are facing away from each other, in 4 pictures both face left, and in 4 both face right; 3) In each facing group the figures assume one of four positions; both sitting, both standing with hands on hips, both walking, and both standing with arms by sides. An example silhouette may be seen on page 18 of the manual. The pictures are presented in a different random order to each subject to avoid confounds with particular items. It is desirable

to place the stimulus pictures in clear plastic covers to protect them from soiling. A loose leaf notebook also facilitates presentation of the pictures.

The group administered SSM II procedure consists of the 32 SSM II stories with one inch male and female silhouettes presented in the margin for the subjects' selection. The silhouettes assume only one posture throughout the test and are alternated in ABAB form so that the male is on the left and the female is on the right for half of the stories and for the other half, the positions are reversed. One page from the group procedure is on page 21 of the manual.

The 32 SSM II stories used in the individual and group procedure were derived from the sex-trait stereotypes defined by college age adults with both an absolute (Williams & Bennett, 1975) and a relative judgment procedure (Williams & Best, in press). A panel of judges devised stories which were appropriate for children and which represented the elements of the male and female stereotypes. Additional information regarding the derivation of the measure may be found elsewhere (Williams, Bennett, & Best, 1975; and Best, Williams, Cloud, Davis, & Robertson, submitted). The entire set of stories is found on pages 19-20.

Examiners

It is considered advisable to use female examiners with half of the children tested and male examiners with the other half. This is due to the significant sex of examiner effect found with fourth grade children in the first SSM study (Williams, Bennett, & Best, 1975). This effect has not been consistently found in subsequent studies, and when it does appear, it is a relatively small effect. If it is not possible to have both male and female

examiners, female examiners would be preferable. In addition, more than one examiner of each sex is highly desirable to avoid entirely confounding the sex of examiner variable with a particular individual's personality.

The persons administering the procedure should be "good" with children and quite familiar with the procedure before gathering the data for the study proper. If possible, it is best to have all examiners test several trial subjects with supervision in order to gain experience working with the children and the test materials.

Administration

Individual SSM II

Prior to the administration of the individual form of the SSM II, the examiner must arrange the stimulus pictures in the proper order. Each picture is coded in the lower right corner to facilitate ordering. First the pictures are separated into two groups, the 16 "A" pictures and the 16 "B" pictures. The "A" pictures are then randomized following a table of random numbers or may be shuffled as one would shuffle a deck of cards. The "B" pictures are randomized in the same manner. Next, the two groups of pictures are combined in an alternating ABABAB. . . order through the entire series. That is, item #1 is an "A" picture, item #2 is a "B" picture, item #3 is an "A" picture, etc. This means that the odd-numbered stories are always used with "A" pictures and the even-numbered with "B" pictures. The pictures are randomized differently for each child so that no two children see the pictures in the same order. The SSM II stories, however, are always presented in the same order to all children.

Each child is taken individually to a quiet room and after some initial conversation to establish rapport, the examiner reads the following instructions:

"What I have here are some pictures I would like to show you and some stories that go with each one. I want you to help me by pointing to the person in each picture that the story is about.

Here, I will show you what I mean . . ."

The examiner shows the child the first silhouette picture and reads the first SSM story. After the child has made his choice, the examiner records his response on the answer sheet, turns to the next silhouette picture, and reads the next story, etc. until all 32 items have been presented.

If the SAM is not to be administered after the SSM II, the examiner gives the following instructions to the child:

"Thank you for playing these games with me and I would appreciate it if you would not talk to the other children about the games we have played here, so that the games will be new to them, too."

Following these final instructions, the examiner returns the child to his classroom.

If the SAM is to follow, the examiner allows a short break and proceeds with testing (see page 13).

Additional administration suggestions are included in the General Testing Instructions for Examiners which is included in the stimulus materials packet.

Group SSM II

The most effective administration of the group SSM II requires a pair of well-trained examiners--one male and one female--if sex of examiner is not a relevant variable, or same sex pairs if the sex of examiner variable is of interest to the researcher. One examiner of the pair should read the instructions and stories aloud as the children follow along. The other examiner should move

through the group assisting children with questions and checking to see if instructions are being followed (e.g., only one silhouette is marked for each question, etc.) The complete instructions and test booklet are included in the stimulus materials packet.

Recording and Scoring

The examiner (individual SSM II) or child (group SSM II) records each response on the record sheet or test booklet by circling the appropriate letter (M or F) or silhouette.

Summary scores for the individual SSM II for each child are computed in the following manner:

1. Female Stereotype Score: Count one point for each time the child selected the female figure (letter F was circled) when the letter F is underlined. With 16 female items, scores range from 0-16, with a score of 8 indicating random or chance level responding.
2. Male Stereotype Score: Count one point for each time the child selected the male figure (letter M was circled) when the letter M was underlined. With 16 male items, scores range from 0-16, with scores of 8 indicating random responding.
3. Total Stereotype Score: Add the male and female stereotype scores together to get the total stereotype score which can range from 0-32. Children with no consistent knowledge of sex stereotypes should score in the chance range, 14 to 18, based on the binomial distribution. Children who demonstrate consistent knowledge of conventional sex-trait stereotypes should obtain scores of 19 and up, while scores substantially below chance responding, 13 and below, would indicate a tendency toward reversal of conventional sex stereotypes.

Summary scores for the group SSM II are computed in a similar manner using separate male and female scoring keys. The total stereotype score is obtained and interpreted in the same manner as the individually derived score.

Sample record sheets and scoring keys are included in the stimulus materials packet.

Normative Data

The standardization group for the SSM II consists of 196 Euro-American children from Winston-Salem, North Carolina, who were enrolled in local kindergartens, or in the third or sixth grades of local public schools. The preschool group consists of 30 male and 30 female children, with a mean age of 4 years, 11 months. The third grade group consists of 44 male and 44 female children, with a mean age of 8 years, 10 months. The sixth grade group consists of 24 male and 24 female children, with a mean age of 11 years, 11 months. The preschool group was tested during the spring of 1975, and the other children were tested during the spring of 1976. Data from 68 Afro children is available, but due to small sample sizes at each age level, their data are not presented here. Additional children at various age levels are being tested at present, with an attempt being made to include equal numbers of Euro and Afro subjects.

Data from the 196 Euro subjects are presented in Table 1. When these data were statistically analyzed, the total scores were found to increase significantly with age, and the male subscore was found to be significantly higher than the female score at all three age levels. The distribution of scores, according to the SSM II scoring categories, for the three age groups are shown on page 10. Sex of examiner was not found to be a significant

Table 1

Mean Male (M), Female (F), and Total SSM II Scores for Five-, Nine-,
and Twelve-Year-Old Boys and Girls Tested by Male and Female Examiners

Five-Year-Olds (N = 60)									
	Boys			Girls			All Subjects		
	M	F	Total	M	F	Total	M	F	Total
	Score	Score	Score	Score	Score	Score	Score	Score	Score
Male Exam.	10.13	8.53	18.66	10.27	9.80	20.07	10.20	9.17	19.37
Female Exam.	10.40	8.07	18.47	10.47	9.93	20.40	10.44	9.00	19.44
All Exam.	10.27	8.30	18.57	10.37	9.87	20.24	10.32	9.09	19.40
Nine-Year-Olds (N = 88)									
Male Exam	12.55	12.18	24.73	12.45	12.05	24.50	12.50	12.12	24.62
Female Exam.	12.50	11.41	23.91	11.77	11.27	23.04	12.14	11.34	23.48
All Exam.	12.53	11.80	24.33	12.11	11.66	23.77	12.32	11.73	24.04
Twelve-Year-Olds (N = 48)									
Male Exam.	14.08	13.83	27.91	13.58	13.75	27.33	13.83	13.79	27.63
Female Exam.	13.17	13.08	26.25	14.17	12.83	27.00	13.67	12.96	26.63
All Exam.	13.63	13.45	27.08	13.88	13.29	27.17	13.75	13.38	27.12

variable. Table 2 presents the percent of children at each age level who gave stereotyped responses to each SSM II item. For further analyses and discussion, see Best, Williams, Cloud, Davis, and Robertson (submitted).

The SSM II has been administered to 80 English and 96 Irish five- and eight-year-old children using the English language version of the procedure developed for American children. Development of sex-trait stereotypes appears to be quite similar in these three countries. More detailed analyses of these data are available in Williams, Edwards, Giles, Best, and Fowles (submitted).

The SSM II procedure has been translated into several foreign languages and studies employing SSM II are currently in progress in France, the Netherlands, Norway, Germany, Israel, Bolivia, Japan, and New Zealand.

Table 2

Percents of SSM II Scores of Euro-American Children Falling into

Each of the Five Scoring Categories

Based on the Binomial Distribution

	5-year-olds				9-year-olds			12-year-olds		
	<u>Chance</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
21-32	5.5	36.7	46.7	41.7	90.9	90.9	90.9	95.8	100.0	97.9
19-20	13.4	6.7	23.3	15.0	6.8	2.3	4.5	0.0	0.0	0.0
14-18	62.2	50.0	26.7	38.3	2.3	4.5	3.4	4.2	0.0	2.1
12-13	13.4	3.3	3.3	3.3	0.0	2.3	1.2	0.0	0.0	0.0
0-11	<u>5.5</u>	<u>3.3</u>	<u>0.0</u>	<u>1.7</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
$\bar{X}$	16.0	18.6	20.2	19.4	24.3	23.8	24.0	27.1	27.2	27.1

SEX ATTITUDE MEASURE (SAM)

The SAM is a procedure designed to assess children's evaluative bias toward male and female persons through the use of stories and silhouette drawings of human figures. The 24 SAM stories employ the evaluative adjectives drawn from the Preschool Racial Attitude Measure (PRAM II, Williams, Best, Boswell, Mattson, & Graves, 1975) and the Color Meaning Test II (CMT II, Williams, Boswell, & Best, 1975). The SAM requires approximately fifteen minutes to administer individually and slightly longer for groups.

Test Materials

The SAM stimulus materials are the same as those used in the SSM II and have been previously described on pages 3-4. Only 24 of the 32 SSM II silhouettes are employed with the individually administered SAM. The group SAM uses one inch silhouettes similar to the group administered SSM II silhouettes described on page 4, and shown on page 21.

The 24 SAM stories are virtually identical to those of the PRAM II, with only minor changes to accommodate the change in stimulus persons from two of the same gender to two of different gender. As in the SSM II, the use of the third person, singular pronouns is avoided in the SAM. Additional information regarding the development of the SAM stories is available elsewhere (Best, Williams, Cloud, Davis, & Robertson, submitted; Williams, Best, Boswell, Mattson, & Graves, 1975). The SAM stories may be found on pages 22-23.

Examiners

Although no significant sex of examiner effects have been found with the SAM, due to the occasional occurrence of the effect with SSM II, it is strongly suggested that both male and female examiners be used (see pages 4-5).

Administration

The SAM is generally given as an adjunct procedure to the SSM II and thus follows the administration of the SSM II. To facilitate examiner efficiency, the pictures are not re-randomized prior to administration of the SAM procedure, but are presented in the order used with SSM II, employing only the first 24 silhouette pictures. If the SAM is to be given separately, use the initial instructions for the SSM II administration presented on pages 5-7.

Between the SSM II and SAM, the subject usually is given a short break (2-5 min) at which time the examiner may play active games (e.g., "Simon Says") with younger children, or present informational games (e.g., "Charades" of parental occupations, etc.) and interview questions with older children. After the break, the examiner reads the following instructions:

"I have some more stories here that I want you to help me with.

Point to the person in each picture that the story is about."

The examiner then displays the first silhouette pair, reads the first SAM story and records the child's response, etc. Following the completion of the SAM, the examiner says these final instructions:

"Thank you for playing these games with me and I would appreciate it if you would not talk to the other children about the games so the games will be new to them, too."

The child is then returned to his classroom.

In the group-administered procedure, the instructions are read by one examiner while the other assists the children with questions. The group SAM, with instructions and stories, are available in the stimulus materials packet.

Recording and Scoring

The individual and group SAM responses are recorded in the same manner as the individual and group SSM II, respectively. The SAM is scored by counting one point for the selection of a female figure in response to a positive adjective, and one point for the selection of a male figure in response to a negative adjective. The 16 female stories yield a "female positive" score which ranges from 0-16, with scores above the chance score of 8 suggesting pro-female bias and scores below 8 suggesting anti-female bias. The 16 male stories yield a "male negative" score ranging from 0-16, with scores above 8 suggesting anti-male bias and scores below 8 suggesting pro-male bias. The total attitude score is derived by adding the male and female subscores for each subject. The total scores range from 0-24 with high scores indicating pro-female/anti-male bias (F+/M-), low scores indicating pro-male/anti-female bias (M+/F-) and mid-range scores (around 12) indicating no consistent bias in evaluation of male and female persons. As with the PRAM II and CMT II, the binomial distribution has been used to establish the following SAM scoring categories: 0-7, definite M+/F- bias; 8-9, probable M+/F- bias; 10-14, no bias; 15-16, probable F+/M- bias; 17-24, definite F+/M- bias. These categories apply to the score obtained by an individual child, and should not be applied to the interpretation of group means. The individual and group record sheets are included in the stimulus materials packet.

Normative Data

The standardization group for the SAM is the 196 Euro-American children in the SSM II standardization study with 5-, 9-, and 12-year old children (Best, Williams, Cloud, Davis, & Robertson, submitted). More complete subject

information is presented on pages 8-9. SAM data from 68 Afro-American children is available, but is not presented here due to incomplete sampling.

Table 3 presents the SAM mean scores for the 196 Euro children in the normative group. Analysis of these scores revealed that girls were both pro-female ($\bar{X} = 9.00$) and anti-male ($\bar{X} = 8.90$) while boys were unbiased in their use of positive adjectives (Female score $\bar{X} = 6.20$) and were slightly anti-male ($\bar{X} = 7.34$). The scores also revealed the absence of any tendency to change systematically with increasing age. There was no evidence of a sex of examiner effect. The frequency distributions and scoring categories for the SAM scores of the three groups are shown in Table 4.

Table 3

Mean Male (M), Female (F), and Total SAM Scores for Five-, Nine-,
and Twelve-Year-Old Boys and Girls Tested by Male and Female Examiners

Five-Year-Olds (N = 60)									
	Boys			Girls			All Subjects		
	M Score	F Score	Total Score	M Score	F Score	Total Score	M Score	F Score	Total Score
Male Exam.	6.27	5.07	11.33	8.27	8.70	17.00	7.27	6.90	14.17
Female Exam.	7.00	5.53	12.53	8.80	9.00	17.85	7.90	7.27	15.17
All Exam	6.63	5.30	11.93	8.53	8.87	17.40	7.58	7.08	14.67
Nine-Year-Olds (N = 88)									
Male Exam.	8.14	6.82	14.95	8.41	8.32	16.73	8.27	7.57	15.84
Female Exam.	7.91	7.14	15.05	9.59	9.59	19.18	8.75	8.36	17.11
All Exam.	8.02	6.98	15.00	8.16	7.73	15.89	8.51	7.97	16.48
Twelve-Year-Olds (N = 48)									
Male Exam.	6.58	6.00	12.58	9.08	9.17	18.25	7.83	7.58	15.42
Female Exam.	7.33	5.83	13.17	9.25	9.33	18.58	8.29	7.58	15.88
All Exam.	6.96	5.92	12.88	9.17	9.25	18.42	8.06	7.58	15.65

Table 4
 Percents of SAM Scores of Euro-American Children Falling into
 Each of the Five Scoring Categories
 Based on the Binomial Distribution

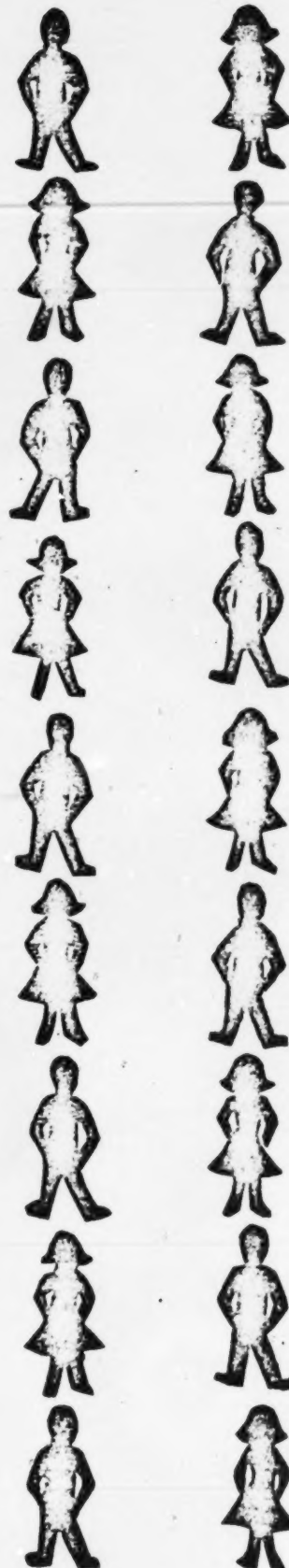
		5-year-olds			9-year-olds			12-year-olds		
	<u>Chance</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
17-24	3.3	23.3	66.7	45.0	47.8	77.3	62.5	20.8	79.1	50.0
15-16	12.1	13.3	10.0	11.7	13.6	6.8	10.2	16.7	4.2	10.4
10-14	69.2	26.7	23.3	25.0	18.2	13.6	15.9	45.8	12.5	29.2
8-9	12.1	10.0	0.0	5.0	6.8	0.0	3.4	0.0	0.0	0.0
0-7	<u>3.3</u>	<u>26.7</u>	<u>0.0</u>	<u>13.3</u>	<u>13.6</u>	<u>2.3</u>	<u>8.0</u>	<u>16.7</u>	<u>4.2</u>	<u>10.4</u>
$\bar{X}$	12.0	11.9	17.4	14.7	15.0	18.0	16.5	12.9	18.4	15.6



1. One of these people is emotional. They cry when something good happens as well as when everything goes wrong. Which is the emotional person?
2. One of these people is always pushing other people around and getting into fights. Which person gets into fights?
3. One of these people is adventurous. They went on a safari to explore Africa. They saw lots of lions, elephants, and monkeys. Which person is adventurous?
4. When you give one of these people a present, they appreciate it very much. They always say "thank you." Which person says "thank you?"
5. One of these people is a weak person. They need help to lift heavy things. Which is the weak person?
6. One of these people can get along by themselves. They don't need someone to help them or to talk to them. Which person gets along by themselves?
7. One of these people is messy. They never pick up their things and are always leaving their clothes on the floor. Which is the messy person?
8. One of these people talks a lot. Sometimes it seems like they talk all the time. Which person talks a lot?
9. One of these people is always changing their mind. They might say "yes" now, and five minutes later say "no." Which person is always changing their mind?
10. One of these people has always wanted to own a big store. They saved up all their money and were finally able to buy it. Which person owns a big store?
11. One of these people is a jolly person. They like to laugh a lot and to tell funny stories that make other people laugh. Which is the jolly person?
12. One of these people is a gentle person. When they hold puppies, they are careful not to hurt them. Which is the gentle person?
13. One of these people spends money on silly things. They often buy things they do not really need. Which person buys silly things?
14. One of these people is a cruel person. They sometimes hurt other people on purpose and make them unhappy. They throw rocks at dogs when they come into the yard. Which is the cruel person?
15. One of these people is a steady person. They don't get very excited about either good things or bad things. Which is the steady person?
16. One of these people is always fussing at their children about the things they're supposed to do. They never stop fussing, even when you have finished what they say. Which person is always fussing?
17. One of these people is a shy person. They are quiet and afraid to talk to others. Which is the shy person?

18. One of these people boasts all the time. They are always bragging about the things they have done. Which person is always bragging about the things they have done?
19. One of these people has bad manners and they often say bad words. Which person says bad words?
20. One of these people is a whiny person. They are always complaining no matter what you do. Which is the complaining person?
21. One of these people flirts. When they want to get attention from someone they wink and smile. Which person flirts a lot?
22. One of these people is a stern person. They frown when someone does something wrong and want them to be punished. Which is the stern person?
23. One of these people talks so loudly, you can hear them all over the house. In fact, if they're talking in the living room, you can hear them across the street. Which person talks loudly?
24. One of these people gets excited easily. When something happens suddenly, they are often surprised. They even jump when they hear a door slam. Which person gets excited easily?
25. One of these people is a very affectionate person. When they like someone they hug and kiss them a lot. Which person likes to hug and kiss a lot?
26. One of these people makes most of the rules. When they tell you what to do, you have to do it. Which person makes most of the rules?
27. One of these people is very sure of themselves. They know they will do well in their job. Which person is sure of themselves?
28. One of these people is soft-hearted. They feel sorry when they see a kitten get hurt. Which person is soft-hearted?
29. One of these people depends on other people a lot. They like to have other people around who can help them decide what to do, and to make the rules. Which person depends on someone else to make the rules?
30. When one of these people has a problem they sit down and think carefully before deciding what is the best thing to do. Which person solves their problems carefully?
31. One of these people is a strong person. They can lift heavy things by themselves. Which is the strong person?
32. One of these people has such good manners, it makes you sick. They always do everything just right. Which person does everything just right?

1. One of these people is emotional. They cry when something good happens as well as when everthing goes wrong. Which is the emotional person?
2. One of these people is always pushing other people around and getting into fights. Which person gets into fights?
3. One of these people is adventurous. They went on a safari to explore Africa. They saw lots of lions, elephants, and monkeys. Which person is adventurous?
4. When you give one of these people a present, they appreciate it very much. They always say "thank you." Which person says "thank you?"
5. One of these people is a weak person. They need help to lift heavy things. Which is the weak person?
6. One of these people can get along by themself. They don't need someone to help them or to talk to them. Which person gets along by themself?
7. One of these people is messy. They never pick up their things and are always leaving their clothes on the floor. Which is the messy person?
8. One of these people talks a lot. Sometimes it seems like they talk all the time. Which person talks a lot?
9. One of these people is always changing their mind. They might say "yes" now, and five minutes later say "no." Which person is always changing their mind?



SEX ATTITUDE MEASURE (SAM)

1. Here are two people. One of them is a kind person. Once they saw a kitten fall into the lake, and they picked up the kitten to save it from drowning. Which is the kind person?
2. Here are two people. One of them is an ugly person. People do not like to look at this person. Which is the ugly person?
3. Here are two people. One of them is a wrong person. When they do arithmetic problems, they always get the wrong answer. Which is the wrong person?
4. Here are two people. One of them is a friendly person. They have a lot of friends. Which one is the friendly person?
5. Here are two people. One of them is a nice person. They do nice things for their family. Which is the nice person?
6. Here are two people. One of them is a bad person. They took money out of their children's piggy bank and never put it back. Which one is the bad person?
7. Here are two people. One of them is a sad person. They have been left alone with no one to talk to. Which one is the sad person?
8. Here are two people. One of them is a healthy person. They never have a cold or high temperature. Which one is the healthy person?
9. Here are two people. One of them is a clean person. Whenever they wash their face, they also wash behind their ears. Which one is the clean person?
10. Here are two people. One of them is a stupid person. They don't even know how to spell their name. Which one is the stupid person?
11. Here are two people. One of them is a selfish person. They do not care about anyone except themselves. Which one is the selfish person?
12. Here are two people. Folks say that one of them is a wonderful person. They can do almost anything. Which is the wonderful person?
13. Here are two people. Everyone says that one of them is good-looking. Which one is the good-looking person?
14. Here are two people. One of them is a naughty person. They did something they weren't supposed to do. Which one is the naughty person?
15. Here are two people. One of them is a cruel person. When they come home from work and their dog runs to meet them, they kick their dog. Which one is the cruel person?
16. Here are two people. One of them is a happy person. They smile almost all of the time. Which one is a happy person?
17. Here are two people. One of them is a good person. They do things for their neighbors and family. Which is the good person?
18. Here are two people. One of them is a mean person. They throw rocks at dogs and cats when they come into their yard. Which is the mean person?

19. Here are two people. One of them is an unfriendly person. They do not speak any of the children playing in their neighborhood. Which one is the unfriendly person?
20. Here are two people. One of them is a helpful person. Whenever someone is sick they go to help them. Which one is the helpful person?
21. Here are two people. One of them is a smart person. They do well in school. Which one is the smart person?
22. Here are two people. One of them is a dirty person. People say they don't take a bath very often. Which one is the dirty person?
23. Here are two people. One of them is a sick person. They have to stay in the house most of the time. Which is the sick person?
24. Here are two people. One of these people is right. When someone asks them a question, they always know the right answer. Which person is right.

NOTE: Papers with the same beginning number are alternate publications or versions of the same study. The letters in parenthesis preceding each paper indicate the age level of the subjects in the study: (A) for adult; (TA) for teenagers; (C) for preschool and early schoolage children.

References 1a. and 1c. describe the original development SSM.

Reference 8 describes the SSM II revision and its application with children in the U.S., England, and Ireland.

Reference 12 summarizes a number of unpublished SSM II studies.

Reference 15 describes the development and application of self- and peer-descriptive measures based, on SSM II.

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